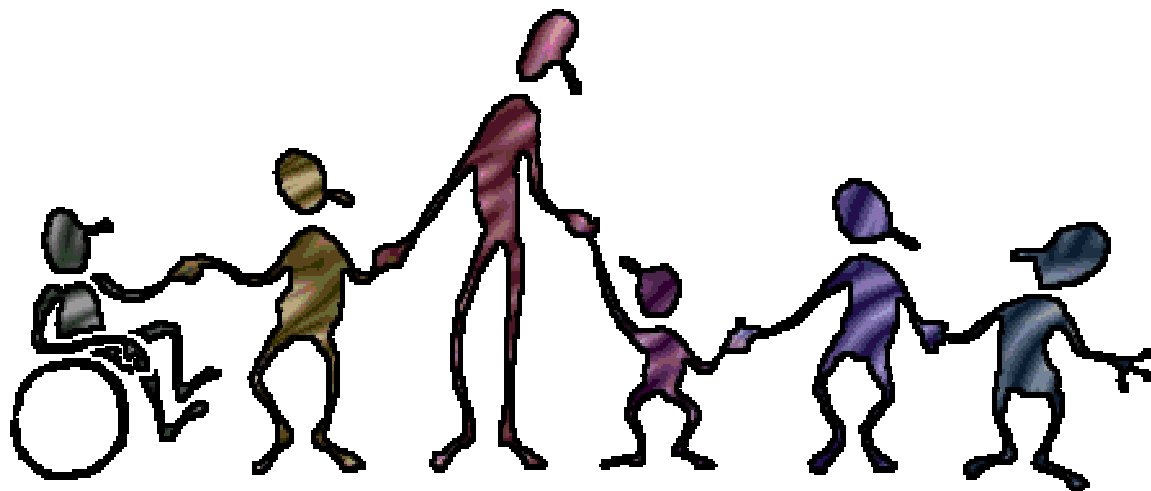


Adapted Physical Education Guidelines In California Schools



California Department of Education
Special Education Division
April 2003



JACK O'CONNELL
State Superintendent of Public Instruction

**CALIFORNIA
DEPARTMENT
OF
EDUCATION**

1430 N Street

P. O. Box 944272

Sacramento, CA

94244-2720

Preface

I have always recognized the importance of physical education as a lifelong learning skill. It is a program that builds confidence, promotes social skills, develops motor skills and leads to a healthy lifestyle. However, some students with disabilities may require adapted physical education in order to benefit from a quality physical education program.

I appreciate the collaboration and support of the CAHPERD State Council on Adapted Physical Education and the work of the committee that resulted in this document. The Adapted Physical Education Guidelines includes standards of excellence in regards to: services, credentials, curriculum and best practices. The intent of this document is to provide a resource for ensuring a quality physical education program for the children within your school community.

ALICE D. PARKER, Ed.D.
Assistant Superintendent of Public Instruction
Director, Special Education

Acknowledgments

The Adapted Physical Education Guidelines in California Public Schools is the result of the collaborative efforts of many people. The need for these guidelines emanated from the Program Advisory Clarifying Adapted Physical Education Program Services that has been in effect since 1993. The Program Advisory with the support of the California Department of Education and the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD) State Council on Adapted Physical Education was revised and expanded into this document which is supported by the Special Education Division, Dr. Alice Parker, Director.

Financial support for this project came from the California State Department of Education, Division of Special Education and the CAHPERD State Council on Adapted Physical Education. The schools of the guidelines committee have also contributed to this project by providing substitutes for writing days, allowing the committee to meet numerous times, and for graphics support.

Guidelines Committee

Margo Pacey, Consultant, California Department of Education, Special Education Division

Gary Carwile, Director of Special Education, San Marino Unified School District

Mike Heffernan, Secondary Physical Education Teacher, El Camino High School, South San Francisco Unified School District

Mary Frampton-Mendoza, Adapted Physical Education Specialist, Azusa Unified School District

Kimble Morton, Motor Assessment Program Specialist, Diagnostic Center, Southern California

Jody Rose-Dressler, Adapted Physical Education Specialist, San Mateo County Office of Education

Perky Stromer, Ph.D., Adapted Physical Education Program Coordinator and Motor Development Clinic Director, College of Letters, Arts, and Social Sciences, Cal Poly Pomona

Joanie Verderber, Ph.D., Adapted Physical Education Specialist, LA County Office of Education

Special thanks to the following individuals for their contributions:

Jeanne Bartelt	Jody Johnson	Kathy Omoto	Mary Stegemann
James Bell	Lyn Kalinowski,	Marcie Pope	Kandy Swan
Judi Burkhartsmeier	Pamela Kissler	Jeff Powers	Jeanne Tatop
Dan Cariaga	Barry Lavay	Pam Radmilovic	Karen Timms
Jan Collings	Tiffany Leppelman	Evelyn Rankin	Margaret Tunzi
Alice Curtis	Susan McClade	Belinda Rector	Yolanda Vallina
Cindi Elrod	Elaine McHugh	Helen Rehm	Terri L. Williams
Paula Fraijo	Nancy Megginson	Leticia Rodriguez	Diana Browning Wright
Elly Goldman	Laurie Miller	Mary Lou Rodriguez	Marnie Young
Dawn Gustafson	Kathleen Monagher	Kathy Russell	
Carol Hedges	Carol Nero	Scott Russell	
Suzanne Hering	Elisa Morgan	Eileen Shea	

Appreciation is also extended to the many educators, therapists, administrators and parents who contributed their ideas and constructive comments. We hope this document enables educational personnel to plan for quality adapted physical education for students.

Notice

The guidance presented in this publication is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions referenced herein, these guidelines are exemplary, and compliance with them is not mandatory. (See Education Code Section 33308.5.)

TABLE OF CONTENTS

	Page
Chapter 1 Introduction to Adapted Physical Education Guidelines	1
Chapter 2 Roles and Responsibilities	6
Chapter 3 Provision of Adapted Physical Education Services	13
Chapter 4 Individualized Educational Programs	30
Chapter 5 Adapted Physical Education, OT, and PT	40
Chapter 6 Adapted Physical Education in Private and Non-Public Schools	44
Chapter 7 Early Intervention	46
Chapter 8 Transition to Adult Life	54
Chapter 9 Program and Administrative Considerations	57
Chapter 10 Curriculum and Instruction	65
Chapter 11 Facilitating Communication with Other School Staff	76
References	79
List of Appendices	81
Appendix A Glossary of Terms	82
Appendix B Checklists for Referral	88
Appendix C Assessment Tools and Tests Commonly Used	98
Appendix D Assessment Tools and Tests by Ages	109
Appendix E Adapted Physical Education Report of Assessment	130
Appendix F Grade Level Guidelines: Curriculum Benchmark Examples	132
Appendix G Tips and Organizational Strategies for the Adapted Physical Education Specialist	146
Appendix H Budget, Ordering and Managing Equipment	148
Appendix I Scheduling Suggestions and Student IEPs	150

Appendix J	Adapted Physical Education Specialists Tips for Working with Instructional Aides	151
Appendix K	Adapted Physical Education Program Self Review Guide	153
Appendix L	Adapted Physical Education Specialists Credential Standards	157
Appendix M	Physical Education Single Subject Credential Standards	160
Appendix N	Challenge Standards for Student Success: Physical Education	162
Appendix O	Key Differences Between IDEA and Section 504	163
Appendix P	Transition Planning Examples: Forms, ITP Statements, and Goals & Objectives	164
Appendix Q	Adapted Physical Education Web Site Resources	171